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ABSTRACT

The functions of and needs for personnel development coordinators in the Area Education Agencies and Area Schools within the State of Iowa were assessed by this study. The following objectives were delineated for this project: (1) to determine the roles and functions of a Personnel Development Coordination system; (2) to determine the competencies necessary to fulfill the Personnel Development Coordination role; (3) to ascertain the need for Personnel Development Coordination within the Area Schools and Area Education Agencies; and (4) to identify potential delivery systems for Personnel Development Coordination within the State of Iowa. A coordinated system for personnel development in the Area Schools and Area Education Agencies was devised. This model was presented to a random selection of eight schools and four agencies. After thorough discussion, participants (consisting of administrators, instructors and supportive staff) assessed their respective institution's personnel development through the use of an evaluative instrument. Discussions again ensued detailing potential delivery systems within Area Schools and Area Education Agencies. It was concluded that personnel development is needed, to some extent, by both institutions, more so by the Area Schools. Optimal personnel development programs would involve individual coordinators for each school and agency, but working cooperatively throughout the state. (MV)

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An Assessment of the Roles, Functions, and Needs for Personnel Development Coordination Within Area Schools and Area Education Agencies

Final Report

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TM005 877

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AN ASSESSMENT OF THE ROLES, FUNCTIONS AND NEEDS FOR PERSONNEL DEVELOPMENT COORDINATION WITHIN AREA SCHOOLS AND AREA EDUCATION AGENCIES

Completed By

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INTRODUCTION

The role of professional development for the instructional professional staff of career education has become increasingly more important as the number of educational personnel continues to grow. Historically, the teacher preparation afforded the beginning vocational teacher has been in-service in nature with little if any pre-service preparation. A recognition of this problem resulted in the passage of the Education Professions Development Act (EPDA) in 1967 which designated the State Departments of Vocational/Career Education the basic responsibility for vocational teacher competencies. The State Departments were not responsible for teacher preparation but rather certification of teaching personnel.

The passage of the Education Professions Development Act was intended to "...improve the quality of teaching and to help meet the critical shortage of adequately trained personnel (United States Department of Health, Education, and Welfare, 1969)." The passage of the Act resulted in the designation, by most State Departments of Education or Departments of Public Instruction, of an individual to administer the Educations Professions Development. The designation of an individual to administer the program was an essential step in the professional development of teachers. However, according to Dr. Carl Schaefer, this new and important thrust in personnel development "...may be lost as a result of the lack of systematic, longitudinal planning, unless each state structures a sound program of Personnel Development (Shaefer and Ward, 1972, p. 16)."

The State of Iowa has taken the initial step with the appointment of an individual to administer the EPDA Program within the State. The second step in the delivery of educational development to the individual teacher is the designation of an individual responsible for the task of personnel development within the Area Schools, Area Education Agencies, or some combination of the two organizations.

The Department of Public Instruction, through the Teacher Education and Certification Division, has also taken an initial step in the area of statewide personnel development for teachers. The Division has initiated and completed a project entitled: "An Experimental Program for the Renewal of Teacher Certificates." The project, under the direction of Dr. Howard Hammond, sought to assist teachers with temporary certificates to upgrade and renew their certification. This project is additional evidence of efforts on behalf of the State to begin to assist teachers with professional development activities. The State of Iowa is therefore beginning to organize a systematic and sound program for personnel development.

This project is designed to assess the roles, functions, and need for personnel development coordination to serve the needs of instructional professional staff within the area schools and area education agencies. The institution of a personnel development model designed for another state or the immediate hiring of personnel development coordinators without the initial assessment of need would be an example of non-systematic and poor longitudinal planning.

NEED FOR STUDY

The professional and educational development of the instructors and administrators in the Area Schools within the State of Iowa is presently coordinated through the administrative offices of the Directors or Deans of Career Education. The growing administrative demands placed upon these individuals have made it difficult for them to fulfill the staff needs in the area of coordination of professional and educational development. According to the National Advisory Council on Education Professions Development, "The small amount of in-service education that goes on is directed on a part-time basis by administrators who are overburdened with other more pressing duties and have not been trained for this task (1973, p. 85)."

The formation of Area Education Agencies within the State to administer elementary and secondary education has developed a new structure through which personnel development activities can reach the classroom teacher. The existing personnel development structure finds some local school districts with a personnel development coordinator and others with no personnel development activities. The formation of the new agencies and existing incomplete structure require that the role of personnel development coordination within the Area Education Agencies be investigated.

An additional concern for personnel development is identified through the realization that approximately 111 beginning vocational teachers were needed to staff the Area Schools in the Fall of 1974. Some indi-

vidual schools originally projected as many as twenty beginning teachers for the 1974-75 school year. The problem of a large number of new teachers at the beginning of the school year is coupled with a high -mobility of existing vocational teachers, resulting in an even greater number of new teachers per year. The new teachers employed to staff the program within the Area Schools must presently make the transition from industry to teaching with a minimum of individual assistance.

A fourth major area of support for a study of this nature stems from the system of higher education which exists in the State of Iowa. Presently the teacher certification and approval courses for vocational teachers are offered by Iowa State University, University of Northern Iowa, and the State University of Iowa at centers throughout the state. The courses are offered on a rotational basis coordinated through the Instruction, and Professional Education Branch, Teacher Education and Certification Division of the Department of Public Instruction. The educational needs of the individual teachers within the Area Schools are therefore presently being met only on a rotation of course offerings and not through the direct input of the teachers themselves.

PROBLEM OF THE STUDY

The problem of this study was to determine the functions of and needs for personnel development coordinators in the Area Education Agencies and Area Schools within the State of Iowa.

PURPOSE OF THE STUDY

The following objectives were delineated for this project:

1. To determine the roles and functions of a Personnel Development Coordination system;
2. To determine the competencies necessary to fulfill the Personnel Development Coordination role;
3. To ascertain the need for Personnel Development Coordination within the Area Schools and Area Education Agencies; and
4. To identify potential delivery systems for Personnel Development Coordination within the State of Iowa.

REVIEW OF THE LITERATURE

In a recent study, it was found that thirty-eight states, had organized programs for personnel development at the state level (Koble and Coker, 1973). This same report projected a 60% increase in this figure by 1977. This information coupled with the passage of such legislation as the Education Professions Development Act of 1967 and the Vocational Education Amendments of 1968, indicates a definite need for increased coordination of personnel development programs. This need permeates all levels: local, state, regional, and national.

Federal legislation has provided some needed encouragement in upgrading personnel in vocational education. As a result, numerous states, including Iowa, have appointed individuals to administer EPDA programs within their respective states. Further delineation of the scope of these programs is needed, however, to create workable and efficient programs at the local level for such institutions as the Area Schools and Area Education Agencies in Iowa.

Minnesota recently published a document entitled "Descriptive Definition: Professional Staff Development at AVTI" which identifies the responsibilities of a Curriculum and Staff Development Specialist. One major task of such a position is "to provide functional and comprehensive staff development services through preservice, inservice, and consortium approaches with teacher education institutions, state department of education, and other AVTI's (Area Vocational Technical Institutions) leading to efficient and effective vocational instruction."

This document lists four major units for a Curriculum and Staff Development Specialist:

a. Develop Instructional Materials;

b. Manage the Learning Environment;

c. Evaluating Learning/Instruction; and

d. Develop Program Accountability.

The paper further specifies thirty-three competencies for this specialist and 222 tasks. The thrust of this job description lies with the curriculum development aspects, rather than staff or personnel development.

John Coster, director of North Carolina's Center for Occupational Education, has tentatively identified six major functions for a state personnel development system: a needs assessment function, a priority determination factor, a resource inventorying and utilization function, a resource development function, a project management function, and a system evaluation function (1975). Although research for personnel development at a more localized level is yet on-going, Coster believes these functions can be scaled to an appropriate level to deliver effective personnel development systems at individual institutions (1975). Coster also says these same six functions are typical for state-wide systems and that respective competencies are directly linked to the functions and also to successful system managers or coordinators.

PROCEDURES OF THE STUDY

Phase I: Determination of the Role and Functions of a Personnel Development Coordination System.

1. At the onset of this research project Dr. William McPherson, Associate Professor at the State University College at Oswego, New York, was selected as external evaluator. Reports concerning the progress of the project were submitted on a regular basis to Dr. Mc Pherson. A copy of his evaluation can be located in Appendix E.

2. A thorough review of available literature concerning personnel development was also completed in the first months of the project. States that were identified as being presently involved in personnel development activities were also contacted, including: Minnesota, Oregon, New York, Michigan, Tennessee, California, Oklahoma, and Wisconsin.

3. September 18, 1975 the Center for Occupational Education at North Carolina State University was visited to provide rational input. Dr. John K. Coster, Director of the Center, shared his personnel development materials and reviewed and critiqued the tentatively prepared Iowa materials.

   On October 3, 1975 a similar meeting was held at the Center for Vocational and Technical Education, the Ohio State University. A number of individuals at the Center shared available materials and reviewed projects yet in progress.

4. Based upon the criticisms and materials from the centers at Ohio State and North Carolina State, a list of potential roles and functions were identified. Roles identified included:

    a) administrative; and

    b) supervisory.

Administrative functions identified included:

    a) needs assessment;

    b) priority determination;

    c) evaluation;

    d) coordination;

    e) personnel inventory; and

    f) information dissemination.

Supervisory functions identified included:

    a) individual in-service; and

    b) group in-service.

5. A seven member advisory committee was selected (Appendix A) and met on January 13, 1976 to assess the potential roles and functions for a personnel development coordination system. These seven individuals reviewed the presented materials and discussed them at length. Each participant was then asked to complete a form concerning the suitability of each role and function. The primary purpose of this sheet was to provide tenable opinions from each member of the advisory committee.

6. Based upon the input of the advisory committee, final roles, functions and competencies for personnel development coordination were identified. These are presented in thorough fashion in the following section of this report.

Phase II: The Assessment of a Need, and Potential Delivery Systems for Personnel Development Coordination.

1. A packet of materials, designed to present the identified roles, functions, and competencies to the Area Schools and Area Education Agencies, were developed. A copy of these materials is located in Appendix C.

2. A short evaluative instrument was developed to assess the needs for a personnel development coordination system in the Area Schools and the Area Education Agency (Appendix D).

3. Each of the fifteen Area Schools and Area Education Agencies was classified according to size and stage of development. A total of eight Area Schools and four Area Education Agencies were randomly selected for visitation (Appendix B).

4. Meetings were arranged with each of the twelve institutions. Each school and agency was asked to assemble a small, but representative sample of their staff for the meeting. During this meeting, the personnel development materials were presented and discussed. The

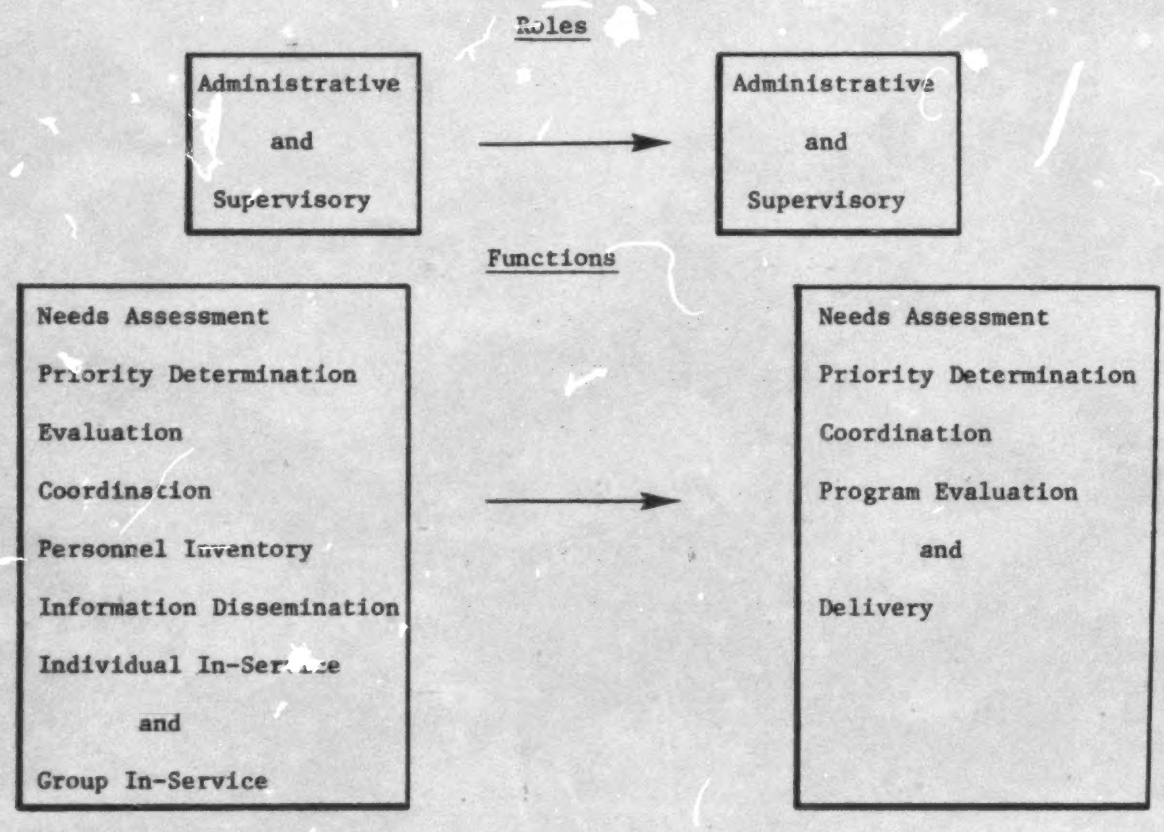
evaluative instrument was then administered and, finally, potential personnel development systems were identified.

5. Results of the discussion, specified needs, and potential delivery systems are more thoroughly reviewed in subsequent sections. This analysis resulted from responses to the assessment instrument and the specific identification of delivery systems.

6. Recommendations were made regarding potential delivery systems for personnel development coordination in the Area Schools and Area Education Agencies. These recommendations are included at the end of this report.

ROLES, FUNCTIONS AND COMPETENCIES FOR A
PERSONNEL DEVELOPMENT COORDINATION SYSTEM

Based upon the input of the seven member advisory committee, the tentatively developed roles and functions for personnel development were refined to the following:



Needs Assessment: includes all activities and efforts aimed at specifying staff needs, both at the individual and group level. Needs areas might include: instruction, certification, technical development, professional development, etc.

Priorities Determination: includes reviewing assessed or identified staff needs and identifying need priorities based upon staff input and institutional parameters (time, money, space, staff, etc.)

Coordination: includes all organizational activities requisite to personnel development - records, correspondence, information dissemination, etc.

Program Evaluation: includes those activities undertaken to not just maintain but rather improve the personnel development coordination system.

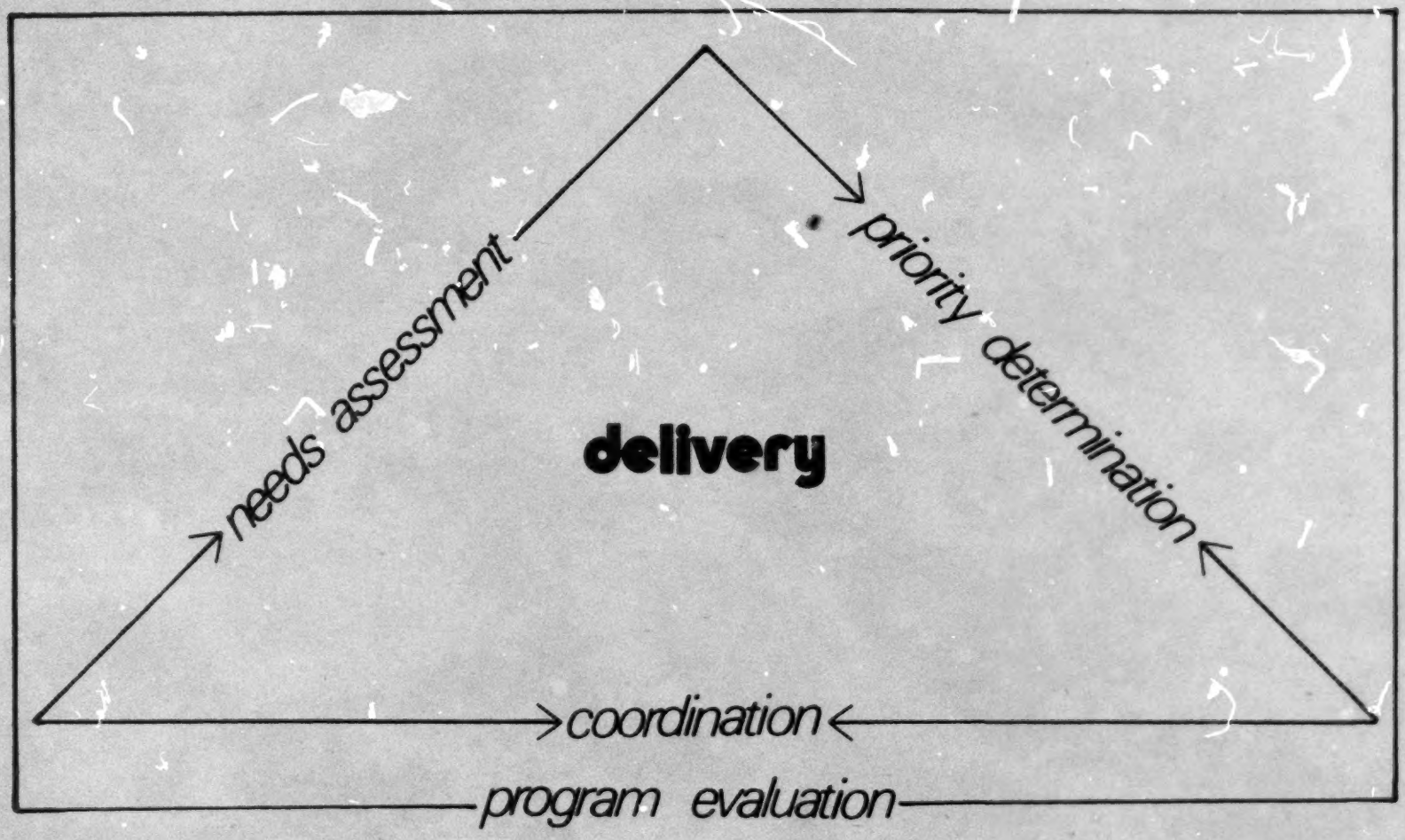
Delivery: includes those activities designed to directly enhance or improve staff effectiveness. This may be accomplished through in-service workshops, funding of advanced professional courses, etc.

A model depicting the interrelationships of these five functions can be found on the following page. When brought together as a single unit, the functions become a comprehensive model for a personnel development coordination system.

Final competencies for each of the five functions are as follows:

Needs Assessment

1. Specify the types of information required or desired to begin the needs assessment process.
2. Identify and select appropriate methods for gathering the needed information.



Personnel Development Coordination System Model
for
The State of Iowa

3. Develop and employ instruments for gathering the required information.

Priorities Determination

1. Review all assessed or identified needs of the staff.
2. Review institutional and program goals and objectives.
3. Delineate parameters of the personnel development program: funding, space, etc.
4. Based upon staff input and program parameters, prepare final decisions on personnel priorities.

Coordination

1. Oversee the organization and maintenance of program records, correspondence, etc.
2. Assemble and disseminate to staff relevant information available through local, state or national organizations.
3. Coordinate the activities and efforts of individuals available for assistance through businesses, industries, or educational institutions.

Program Evaluation

1. Specify the objectives of the personnel development program.
2. Identify means for assessing the completeness of the objectives and whether or not the objectives have been met.
3. Develop and employ instruments or activities for determining competency two.

4. Analyze the resultant data.
5. Generate recommendations and conclusions based upon the analysis.

Delivery

1. Utilize interpersonal skills to function effectively with individuals and groups.
2. Capitalize on leadership capabilities to stimulate cooperation and improvements.
3. Possess thorough knowledge of curriculum development techniques.
4. Possess a thorough knowledge of teaching methodology and practice.

ANALYSIS OF NEEDS ASSESSMENT DATA

The data to be analyzed for this study were collected with the assessment instrument during the twelve scheduled meetings at the Area Schools and Area Education Agencies. Participants were asked to respond to fifteen (15) items, utilizing the following Likert scale:

4 - the task is being accomplished most efficiently

3 - the task is being attempted, but can use some help

2 - very little, but some, work is being attempted with this task; needs a great deal of help

1 - nothing is happening with this task

The fifteen items on the assessment instrument are related tasks to a personnel development system. A high, positive response (4) to an

item indicates that the task is being carried out and accomplished efficiently and, therefore, is not a need of the school or agency. A low response, on the other hand, might indicate that either the task is not being accomplished at all, or that it is being attempted with little success. Both of these responses would indicate a need for improved personnel development.

The fifteen tasks used on the assessment instrument represent each of the five functions of personnel development: needs assessment, priorities determination, coordination, program evaluation, and delivery.

Results from the Area Schools and Area Education Agencies will be presented separately, due to their unique purposes and types of personnel employed.

Area Schools

Responses from the eight Area Schools were averaged and are reported in the following categories:

A - Instructional Personnel (49);

B - Supportive Personnel (28);

C - Administrative Personnel (28);

D - Personnel Officers (3)(also included in Administrative Personnel); and

E - Combined Population - A,B,C, (105).

Tasks	Averaged Responses for Each Category				
	A	B	C	D	E
In your estimation, does someone in your organization:					
1. (a) Conduct an annual needs assessment survey of the instructional staff in terms of instructional needs.	2.2	2.4	2.3	1.6	2.3
(b) Conduct an annual needs assessment survey of the instructional staff in terms of certification needs.	2.9	3.1	3.0	3.0	2.9
(c) Conduct an annual needs assessment survey of the instructional staff in terms of technical needs.	2.1	2.4	2.0	2.0	2.1
2. (a) Conduct an annual needs assessment survey of the administrative and supportive staff in terms of technical needs.	1.9	2.1	2.0	2.0	2.0
(b) Conduct an annual needs assessment survey of the administrative and supportive staff in terms of professional needs.	2.1	2.2	2.0	1.6	2.1
3. Allocate monies specifically for in-service activities.	2.3	2.3	2.8	2.3	2.5
4. Compile needs assessment information into quantitative categories.	1.8	2.0	1.9	2.0	1.8
5. Determine priority in-service activities to be delivered to the staff.	2.2	2.5	2.2	2.6	2.3
6. Maintain records of teacher certification requirements.	3.3	3.3	3.3	3.0	3.3
7. Maintain a file on individuals available to present in-service activities.	2.0	2.2	2.0	3.0	2.1
8. Circulate information to staff concerning workshops, courses, and other up-grading activities.	2.7	2.7	2.7	3.0	2.7

Tasks	A	B	C	D	E
9. Secure information relative to activities available from outside sources.	2.1	2.5	2.3	2.3	2.2
10. Set objectives for the personnel development program.	1.9	2.1	1.8	2.0	1.9
11. Survey the staff to assess the effectiveness of various in-service activities.	2.1	2.1	1.9	2.3	2.0
12. Analyze staff input to determine areas where changes would be beneficial or are necessary.	2.0	2.2	2.1	2.3	2.1
13. Conduct group in-service workshops for the staff.	2.4	2.4	2.4	2.6	2.4
14. Work independently with teachers to assist them with improvement of instruction.	2.0	2.1	2.0	1.6	2.0
15. Work independently with administrative and supportive staff to assist them with personnel development needs.	2.0	2.3	2.0	2.0	2.0

Written Comments: (Area School Personnel)

"We are in needs of a good needs assessment to give personnel in-service some life and direction. Incentive needs to be developed!"

"Area colleges have been too busy growing and building these past few years to pay much attention to such needs. Voc-Tech programs have suffered the most due to the 12 month (no growth) contracts."

"There is currently no clearly defined personnel development program on campus. When opportunities for professional growth experiences do occur, too often they cannot (or will not) be granted, they are offered too far from the campus, or monies are not available. Though in-service programs are provided infrequently, they are not based on faculty-assessed needs and often, therefore, are irrelevant. What about ETV? Workshops? Mini-courses? Seminars? On campus! What about sharing with other agencies and institutions?"

"Personnel development appears to be one of the lowest priority items at our institution..."

"Real need for organized in-service training - need more state-wide workshops, seminars, etc... more off-campus courses offered for instructor improvement - and means for attending."

"I understand the DPI has commissioned this project. Was this undertaken in response to needs expressed by institutions to which it is aimed to assist; or is it being developed because someone decided it was needed?"

"Personnel development is an important function for any institution but is one of the most difficult for a small to moderate sized

institution to develop. We conduct training/development activities but the research, planning and development are inadequate."

Area Education Agencies

Responses from the Area Education Agencies were averaged and are reported in the following categories:

A - Administrative Personnel (12);

B - Supportive Personnel (22);

C - Combined Population - A,B, (34).

	Averaged Reponses for Each Category		
Tasks	A	B	C
In your estimation, does someone in your organization:			
1. (a) Conduct an annual needs assessment survey of the instructional staff in terms of instructional needs.	3.1	3.0	3.0
(b) Conduct an annual needs assessment survey of the instructional staff in terms of certification needs.	3.2	3.0	3.1
(c) Conduct an annual needs assessment survey of the instructional staff in terms of technical needs.	3.3	3.1	3.2
2. (a) Conduct an annual needs assessment survey of the administrative and supportive staff in terms of technical needs.	3.0	3.0	3.0
(b) Conduct an annual needs assessment survey of the administrative and supportive staff in terms of professional needs.	3.0	2.9	2.9
3. Allocate monies specifically for in-service activities.	3.1	3.0	3.0
4. Compile needs assessment information into quantitative categories.	2.5	2.0	2.2

Tasks	A	B	C
5. Determine priority in-service activities to be delivered to the staff.	3.1	3.0	3.0
6. Maintain records of teacher certification requirements.	3.8	3.6	3.7
7. Maintain a file on individuals available to present in-service activities.	2.9	2.2	2.5
8. Circulate information to staff concerning workshops, courses, and other up-grading activities.	3.8	3.6	3.7
9. Secure information relative to activities available from outside sources.	3.6	3.5	3.5
10. Set objectives for the personnel development program.	3.5	3.0	3.3
11. Survey the staff to assess the effectiveness of various in-service activities.	3.0	2.6	2.8
12. Analyze staff input to determine areas where changes would be beneficial or are necessary.	3.5	3.3	3.4
13. Conduct group in-service workshops for the staff.	2.5	2.4	2.5
14. Work independently with teachers to assist them with improvement of instruction.	3.1	2.8	3.0
15. Work independently with administrative and supportive staff to assist them with personnel development needs.	3.0	3.0	3.0

Written Comments: (Area Education Agency Personnel)

"This agency has open doors and generally does an excellent job with our needs and does try most channels in fulfilling them."

"I think as a whole we have definitely become more organized and better equipped... it takes time to get a department, that supplies the services that we have to schools, running smoothly and organized."

"It is felt that this AEA functions quite smoothly. For the most part, staff is satisfied with administration and policies."

"There is a need for better communication within the staff itself."

"Lots of needs assessment and evaluation is done on an informal basis..."

POTENTIAL DELIVERY SYSTEMS

The potential delivery systems were developed through the use of data which were collected from the meetings held at the eight Area Schools and the four Area Education Agencies. At each meeting tentative delivery systems were presented with a request for recommendations and potential alternatives. The findings relative to the potential delivery systems are presented in the following.

1. Joint Personnel Development System for the Area Schools and Area Education Agencies: This system would include a program headed by a director with a range of supportive staff to be responsible for personnel development, K-14. Several responses reflected opposing views to this potential system:
   a) Such a system would eliminate unnecessary overlap of funding, efforts, etc. between the two agencies; and
   b) such a system would not effectively deliver to the specific needs of either institution, only creating another no-effective program supported by state monies.
2. Separate Personnel Development Systems Established for Each Area School and Area Education Agency: This system would demand funding for a personnel development coordinator at each of the fifteen area schools and area Education Agencies, to be filled by either a newly appointed individual or release time of person(s) already on staff.

   Reactions to this delivery system were favorable from both the area schools and area education agencies visited. It was felt that such a coordinator would be intimately knowledgeable of his specific institution and the people therein employed, and would therefore be more effective in his personnel development role.

3. Personnel Development Coordinators for Specific Divisions and Programs: This system would demand provisions for statewide specialists for personnel development for divisions or programs: T and I, health occupations, etc. Example: A Special Education Personnel Development Coordinator would work for all fifteen Area Education Agency special education divisions.

Although agreed that such a specialized coordinator might better serve the needs of personnel, it was felt that this person would become remote to individual institutions, and fail to be responsive to unique, local needs.

Responses from individuals at the Area Education Agencies and Area Schools indicated a definite need for personnel development coordination. It was also felt, however, that to be maximally effective the state needed to financially support such a system as well as provide guidance and direction. Financial support for any of the delivery systems would include not only salaries for required staff, but also operational support and costs including such items as:

a) travel and subsistence to workshops, courses, etc.;

b) increased funding of tuition in state regents institutions;

c) matched funding of tuition (cost discrepancies) for out-of-state higher education institutions;

d) release time for instructors and other staff on twelve month contracts; and

e) promotion of more diversified and specialized higher education courses in areas of the state removed from regents institutions.

SUMMARY AND CONCLUSIONS

A coordinated system for personnel development in the Area Schools and Area Education Agencies was devised. This model was presented to a random selection of eight schools and four agencies. After thorough discussion, participants (consisting of administrators, instructors and supportive staff) assessed their respective institution's personnel development through the use of an evaluative instrument. Discussions again ensued, detailing potential delivery systems within Area Schools and Area Education Agencies.

Area School personnel expressed strong needs for improved personnel development. In only one area - certification - did the staffs believe an adsquate job was carried out. All other areas were given poor ratings by the area school personnel. This would indicate a need for personnel development, which some staff members also expressed verbally.

Area Education Agency personnel did not express as strong a concern for personnel development as did the Area Schools. All but two areas - resource persons and group in-service - received satisfactory marks, indicating only a limited need for help. This is due, in part, to the unique organization of the Agencies.

It was concluded that personnel development is needed, to some extent, by both institutions, more so by the Area Schools. Optimal personnel development programs would involve individual coordinators for each school and agency, but working cooperatively throughout the state.

RECOMMENDATIONS

Due to the conclusions drawn from this research, the following recommendations are suggested:

1) Follow-up research should be conducted to determine individual optimal personnel development programs for each of the fifteen Area Schools and fifteen Area Education Agencies;
2) Follow-up research should be conducted to discern the total costs involved for implementing said personnel development programs; and
3) Funds should be made available for the implementation of the personnel development programs.

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Appendix A

Advisory Committee Members
January 13, 1976

An advisory committee of seven individuals was organized including the following:

1) A Personnel Development Coordinator from an Area School -

Mr. Robert Mitchell
Staff Development Specialist
Des Moines Area Community College
Ankeny, Iowa

2) A Personnel Development Coordinator from an Area Education Agency -

Mr. Don Davis, Consultant
Career Education
Area Education Agency V
Fort Dodge, Iowa

3) A Teacher from an Area School -

Mr. Rex Raine, Instructor
Trade and Industry
Iowa Central Community College
Fort Dodge, Iowa

4) A Teacher from a Secondary School -

Mr. Leroy Lines, Teacher
Industrial Education Department
Marshalltown Senior High School
Marshalltown, Iowa

5) A Director of Career Education from an Area School -

Mr. Larry Willis, Director
Career Education
Kirkwood Community College
Cedar Rapids, Iowa

6) A Superintendent from an Area School -

Dr. Joe Borgen, Assistant Superintendent
Des Moines Area Community College
Ankeny, Iowa

7) A Superintendent from an Area Education Agency -

Dr. Dwight Bode, Superintendent
Area Education Agency X
Cedar Rapids, Iowa

Appendix B

Participating Area Schools
and
Area Education Agencies

Area Education Agencies

Area Education Agency 3 (Lakeland)
Cylinder, Iowa
Dr. Schirner, Educational Inservice Coordinator
May 26, 1976

Area Education Agency 4
Sioux Center, Iowa
Dr. Dickinson, Administrator
May 26, 1976

Area Education Agency 11 (Heartland)
Ankeny, Iowa
Mr. Miller, Administrator
May 19, 1976

Area Education Agency 16
Mount Pleasant, Iowa
Mr. Garner, Administrator
June 2, 1976

Area Schools:

Merged Area II - North Iowa Area Community College
Mason City, Iowa
Dr. Pierce, Superintendent
May 17, 1976

Merged Area III - Iowa Lakes Community College
Estherville, Iowa
Mr. Blacker, Superintendent
May 21, 1976

Merged Area V - Iowa Central Community College
Fort Dodge, Iowa
Dr. Barbour, Superintendent
June 1, 1976

Merged Area VII - Hawkeye Institute of Technology
Waterloo, Iowa
Dr. Hawse, Superintendent
May 18, 1976

Merged Area XI - Des Moines Area Community College
Ankeny, Iowa
Mr. Mitchell, Staff Development Specialist
May 25, 1976

Merged Area XII - Western Iowa Tech
Sioux City, Iowa
Dr. Kiser, Superintendent
June 1, 1976

Merged Area XIII - Iowa Western Community College
Council Bluffs, Iowa
Dr. Wolf, Assistant Superintendent
May 27, 1976

Merged Area XVI - Southeastern Community College
West Burlington, Iowa
Mr. Callison, Superintendent
May 20, 1976

Appendix C

Materials Presented at Meetings With Area Schools and Area Education Agencies Personnel

Personnel Development Coordination

IN IOWA'S AREA SCHOOLS AND AREA AGENCIES

Dr. Robert Gelina, Director

phases

1. Determination of the roles and functions of a personnel development coordination system.

2. Assessment of a need and potential delivery systems for personnel development coordination.

1. To determine the roles and functions of a local personnel development coordination system.

2. To determine the competencies necessary to fulfill the personnel development coordination role.

3. To ascertain the need for personnel development coordination with the area schools and area education agencies.

4. To identify potential delivery systems for personnel development coordination within the state.

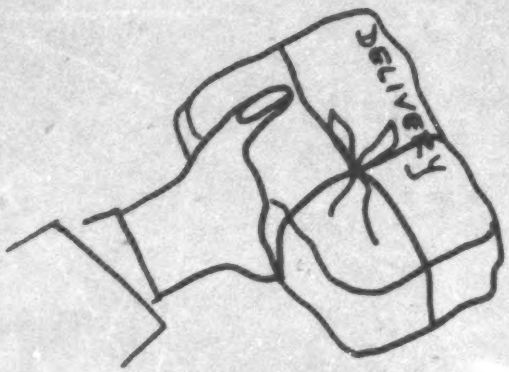
objectives

Work completed:

1. Roles and functions of a personnel development coordination system have been identified.
2. Competencies necessary to fulfill the personnel development role have been identified.
3. Visits have been made to Ohio State University and North Carolina State University for national input.
4. Contacts have been made in: Minnesota, Oregon, New York, Michigan, Tennessee, California, Oklahoma, and Wisconsin.

Work in progress:

1. Contacting area schools and area education agencies to present developed roles and functions.
2. Assessing need for personnel development coordination within each agency.
3. Determination of potential delivery systems.



ROLES

major activities or responsibilities of
or assumed by a position.....

personnel development roles

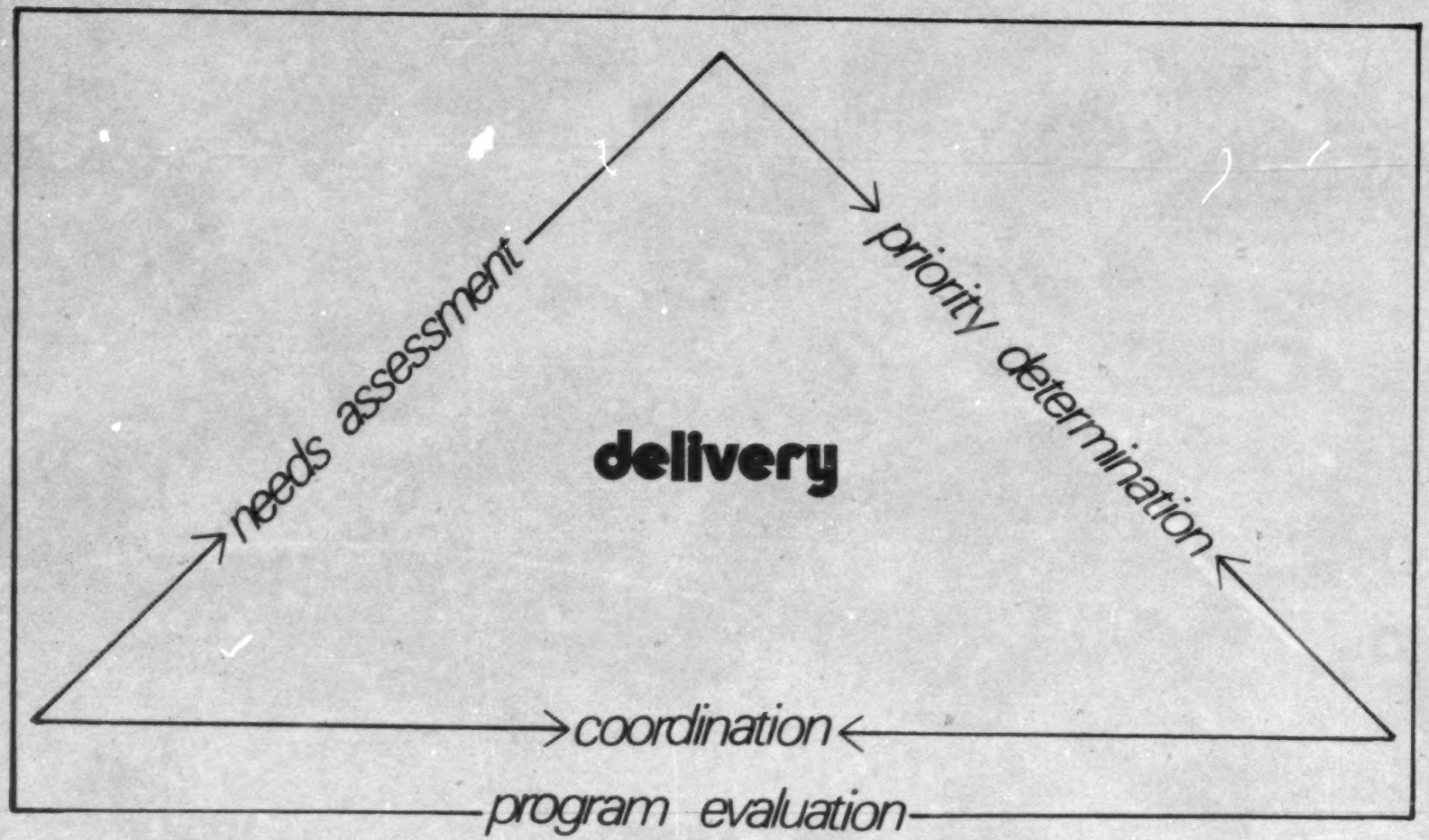
administrative

supervisory

FUNCTIONS

special purposes or duties of a position

* NEEDS ASSESSMENT
* PRIORITY DETERMINATION
* COORDINATION
* DELIVERY
* PROGRAM EVALUATION


needs assessment
priority determination
delivery
coordination
program evaluation

Competencies
for each specified function

needs assessment:

1. Specify the types of information required or desired to begin the needs assessment process.
2. Identify and select appropriate methods for gathering the needed information.
3. Develop and employ instruments for gathering the required information.

priorities determination:

1. Review all assessed or identified needs of the staff.
2. Review institutional and program goals and objectives.
3. Delineate parameters of the personnel development program: funding, space, etc.
4. Based upon staff input and program parameters, prepare final decisions on personnel priorities.

coordination:

1. Oversee the organization and maintenance of program records, correspondence, etc.
2. Assemble and disseminate to staff relevant information available through local, state or national organizations.
3. Coordinate the activities and efforts of individuals available for assistance through businesses, industries, or educational institutions.

program evaluation:

1. Specify the objectives of the personnel development program.
2. Identify means for assessing the completeness of the objectives and whether or not the objectives have been met.
3. Develop and employ instruments or activities for determining competency two.
4. Analyze the resultant data.
5. Generate recommendations and conclusions based upon the analysis.

delivery:

1. Utilize interpersonal skills to function effectively with individuals and groups.
2. Capitalize on leadership capabilities to stimulate cooperation and improvements.
3. Possess thorough knowledge of curriculum development techniques.
4. Possess a thorough knowledge of teaching methodology and practice.

Appendix D

Assessment Instrument

assessment instrument

In your estimation, does someone in your organization:

1. Conduct an annual needs assessment survey of the instructional staff in terms of:

   _____ - instructional needs

   _____ - certification needs

   _____ - technical needs

2. Conduct an annual needs assessment survey of the administrative and supportive staff in terms of:

   _____ - technical needs

   _____ - professional needs

____ 3. Allocate monies specifically for inservice activities.

____ 4. Compile needs assessment information into quantitative categories (how many!).

____ 5. Determine priority in-service activities to be delivered to the entire staff.

____ 6. Maintain records of teacher certification requirements.

____ 7. Maintain a file on individuals available to present in-service activities.

____ 8. Circulate information to staff concerning workshops, courses, and other up-grading activities.

____ 9. Secure information relative to activities available from outside sources.

____10. Set objectives for the personnel development progra..

____11. Survey the staff to assess the effectiveness of the various in-service activities.

____12. Analyze the staff input to determine areas where changes would be beneficial and are necessary.

_____13. Conduct group in-service workshops for the total staff.

_____14. Work independently with teachers to assist them in improvement of instruction.

_____15. Work independently with administrative and supportive staff to assist them with personnel development needs.

Appendix E

External Evaluator's Report

EXTERNAL EVALUATOR FINAL REPORT

PROJECT TITLE: As assessment of the roles, functions, and needs for personnel development coordination within area schools and area education agencies

COOPERATING INSTRUCTION:
Iowa State University
Department of Industrial Education
Ames, Iowa 50010

EXTERNAL EVALUATOR:
William H. McPherson
(Signature)
Dr. William H. McPherson
Associate Professor
State University College-Oswego
Oswego, New York 13126

SUMBITTED TO:
Dr. Robert J. Gelina
Project Initiator
Department of Industrial Education
Iowa State University

DATE SUBMITTED: July 1, 1976

INTRODUCTION

This project was accomplished in, and therefore will be evaluated in, two phases. Information was collected and organized keeping this in mind. Folders were established for each phase and each folder organized to maintain an accurate account of the step-by-step procedures of the participants in the project. The evaluation of the two phases follows:

PHASE I

Phase I had two project objectives. They were:

1. To determine the roles and functions of a personnel development coordination system, and

2. To determine the competencies necessary to fulfill the personal development coordination role.

The following form was used to check off the procedures (activities) as they were completed.

PROJECT EVALUATION FORM
PHASE I, PAGE 1

Project Objective:

1. To determine the roles and functions of a personnel development coordination system.

Procedures:

		Status
a.	An external evaluator will be selected and supplied with the procedures and time schedule.	Completed
b.	A thorough review of the literature will be completed to assure the investigators a sound background in previous personnel development activities.	Completed
c.	States presently involved in personnel development activities will be contacted for input.	Completed
d.	The Centers for Vocational Education at the Ohio State University and North Carolina State University will be consulted.	Completed
e.	The potential roles and functions of a personnel development coordination system will be identified.	Completed
f.	A list of competencies will be developed from the identified roles and functions.	Completed
g.	An advisory committee of seven individuals will be organized to study the organized roles and functions.	Completed
h.	The advisory committee will meet to be briefed on the project and to assess the developed roles and functions of a personnel development coordination system.*	Completed

Project Objective:

2. To determine the competencies necessary to fulfill the personnel development coordination role.

Procedure:

	Status
a. A list of competencies will be developed from the identified roles and functions.	Completed
b. Final roles, functions, and competencies for a personnel development coordination system will be developed based upon the input of the advisory committee*.	Completed

As one can observe, Phase I (with the exception of two items *, which were behind schedule slightly) went fairly smoothly. The completion of the activities undertaken to accomplish each of the objectives was completed on time or at least at a reasonable time interval.

PHASE II

Phase II of the Project also had two project objectives. They were:

1. To ascertain the need for personnel development coordination within the area schools and area education agencies.

2. To identify potential delivery systems for personnel development coordination within the state of Iowa.

Due to the fact that, unlike Phase I, Phase II did run into some difficulty in completing some activities on schedule, the following project evaluation form will include the date of completion.

PROJECT EVALUATION FORM
PHASE II

Project Objectives:

1. To ascertain the need for personnel development coordination within the area schools and area education agencies.

2. To identify potential delivery systems for personnel development coordination within the State of Iowa.

Procedures:

		Status
a.	Materials will be developed for presentation at Area Schools and Area Education Agencies pertaining to the developed roles and functions of a personnel development coordination system.	Completed 2/20/76
b.	An instrument will be developed to assess the need for a personnel development coordination system.	Completed 2/20/76
c.	Meeting will be arranged and conducted at selected Area Schools and Area Education Agencies.	Completed 6/10/76
d.	The instrument developed in item b will be administered at the Area School and Area Education Agencies meetings.	Completed 6/10/76
e.	The input of each meeting conducted throughout the state will be analyzed relative to need for a personnel development system and type of potential delivery systems.	On Schedule to Complete 7/1/76
f.	The findings relative to roles, functions, needs, competencies, and alternative delivery systems for personnel development coordination will be compiled into the final report.	On Schedule to Complete 8/1/76
g.	The external evaluator will submit a written evaluation of the project.	On Schedule to Complete 8/1/76

PHASE II (continued)

As can be observed, Phase II, even though behind schedule (especially activities "a" and "b" under Procedures) the remaining activities are very close to being on schedule and except for the last two (2) activities, are completed as of this date. With the completion of item "a" thru "e" under Procedures, there should be no problem in the completion of items "f" and "g". With the completion of these last two items ("f" and "g") Phases I and II are completed and the project is finished.

As the external evaluator of this Project it is my opinion that the Project Objectives were met and that, for a few exceptions, the Project ran very well. The value of such a project can only be determined by the individuals and agencies who will benefit from the data collected from such a project.